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INTRODUCTION

With an increasing focus on informal participation, leadership, and volunteering, the '**Basketball Activators Award**' offers ideal preparation for those wishing to support the delivery and development of basketball at recreational and social level.

RESOURCE AIMS

- Understand more about basketball as a sport
- Understand the importance of fun, safe and enjoyable basketball activities
- Feel more confident in setting up and delivering basketball activities and sessions

NOTE

This is **not a licensed coaching course**. It is hoped that attendees of this course, (or those simply picking up and using the resource) will be inspired and motivated to pursue their coaching by following the **Basketball England Coaching Pathway**.

WHY BASKETBALL?

Millions of people across England are involved in basketball every year. Many of these are young aspiring basketball players who are the future of our sport. It is critical that we (activators, coaches, clubs, leaders, volunteers, teachers, and parents) provide them with the greatest experience possible to ensure lifelong involvement in our sport.

INTERESTING TO KNOW

- James Naismith, a teacher at a YMCA in Springfield, Massachusetts, is credited with inventing basketball in 1891 and is now the world's second most popular team sport!
- The first 'hoops' were actually peach baskets, and the first backboards were made of wire!

- Basketball became an official Olympic event at the Summer Games in Berlin, Germany in 1936 and is now the most watched team sport at the Olympic Games!
- Michael Jordan is considered a legend in the world of basketball and his score of 5,987 that he set in the play-offs is still unbroken!
- Originally restricted to a few countries, basketball is now a popular sport worldwide, played not only in the world's biggest arenas but also on street corners, in parks and in the most remote areas of the planet!
- FIBA claims that there are over 450 million people playing worldwide!
- At 7ft 8 inches, Paul Sturgess is the tallest player born in the UK and played for the Harlem Globetrotters. He now plays professional basketball in the USA.
- FIBA (www.fiba.com) – the world governing body for basketball – is an independent association formed by 213 National Basketball Federations throughout the world.
- Founded in 1936, Basketball England (then commonly referred to as the English Basketball Association) is the governing body for all Basketball in England. A non-profit organisation, it is an association of member clubs and players, who elect an Executive Board (comprising of directors) to administer their affairs.
- The Executive Board employs a number of professional staff to enable it to undertake its duties and achieve its aims. Basketball England's national headquarters is in Manchester.
- Basketball England has a regional structure based on the ten Sport England Regions. Each of these regions has an elected voluntary representative. Together, the Executive Board members and these regional representatives form The Council. Within this network of regions, there are approximately 800-member clubs.

UNIT 1 – DELIVERING BASKETBALL

1.1 INTRODUCING THE GAME TO BEGINNERS

Basketball is often seen as a difficult sport to learn and coach. However, this is not the case. It can be broken down into the following basic elements:

1. Shooting
2. Footwork, Stopping & Starting
3. Dribbling
4. Passing & Receiving

Within the following section, the skill and activity cards will be referred to as points of reference and can be used as reinforcement when leading in a session.

In addition to this chapter, Basketball England have developed a **Player Development Framework** which sets out the fundamental principles of the game at every age and stage. For more information about the Player Development Framework visit www.basketballengland.co.uk

SHOOTING

General Principles

- The shooter should be on balance and under control
- The ball must be kept under control throughout the shot
- The palm of shooting hand is under the ball but not in contact, fingers pointing upwards, supporting hand at the side of the ball
- The ball rests on the pads of the fingers
- Concentrate on target throughout shot
- The elbow is under the ball pointing towards the target
- Control the flight of the shot by the use of the wrist and fingers to give height and direction. A correct arm and hand action is the most important factor in shooting success

Success

When beginners and inexperienced players are learning and developing their shooting techniques, success is vital to reinforce technique. Therefore, initial teaching of shooting technique should take place close to the basket. By close to the basket, we mean a metre from being directly under the centre of the ring. At this range, players will have a greater chance of achieving success in scoring when they shoot. With success comes **enjoyment** and **confidence**, which are two essential ingredients of any learning situation.

Reference to Skills Cards and Activity Cards

- Set Shot (Skills Cards – pages 23-24)
 - Suitable points to focus the attention of the players on when providing a demonstration of the set shot are to remember **BEEF**
 - **B**alance
 - **E**lbow under the ball
 - **E**yes on the target
 - **F**ollow through
- Lay-up Shot (Skills Cards – pages 25-26)
 - When shooting close range shots, players should look to
 - Protect the ball
 - Release high and late
 - Control the ball in two hands
 - Jump up powerfully
 - Develop one-step or two-footed jump
- Around the World (Activity Cards - pages 37-38)
- Knockout (Activity Cards - pages 11-12)
- Shoot 21 (Activity Cards - pages 13-14)

FOOTWORK

The teaching of footwork is seldom carried out alone. Footwork should be taught in connection with other techniques, for example, stopping when receiving a pass or at the end of a dribble.

Reference to Skills Cards and Activity Cards

- Basketball Stance (Skills Card – pages 5-6)

STOPPING

The rules of the game limit the player to one step (pace) when holding the ball. There are two methods a player uses to come to a stop legally when receiving a pass whilst moving or when picking a ball up at the end of a dribble:

Reference to Skills Cards and Activity Cards

- Jump Stop (Skills Cards – pages 15-16)
- Stride Stop (Skills Cards – pages 17-18)
- Pivoting (Skills Cards – pages 19-20)
- Pass, Pivot, Pass (Activity Cards – pages 25-26)
- 3x3 (Activity Cards – pages 33-34)
- Stopping in Pairs (Activity Cards – page 31)

STARTING WITHOUT THE BALL

Getting free to receive the ball is a key skill to develop for all players. If the receiver is marked, a movement will be required to lose the defender. There are two key elements in losing a defender (i.e. getting free):

1. A change in direction.
2. A change in speed (from slow to fast).

The two elements are most effective when combined together. This could be through one or a combination of the following movements:

1. Move towards the ball.
2. Move away from the ball and then move back to receive the ball in the space created by the movement away.

The receiver should also be encouraged to signal where and when the ball is wanted with an open hand.

A useful method when starting from a stationary position is to use a fake step to make the defender move to one side or the other (laterally) i.e. a player steps with the right foot as though to start moving in that direction. The defender moves to cover the attack so that the attacker now moves their right foot crossing over past the opponent.

Reference to Skills Cards and Activity Cards

- Mirror, Mirror (Activity Cards - page 18)

STARTING WITH THE BALL

This is action forms the starting point of every one-on-one attacking move.

A useful method when starting from a stationary position is to use a fake step to make the defender move to one side or the other (laterally) i.e. a player steps with the right foot as though to start dribbling in that direction. The defender moves to cover the attacker so that the attacker now moves to where the defender originally started.

Teaching Points

- Start from the basic basketball stance.
- To change direction, push off the opposite foot i.e. to move to the left push hard off the right foot.
- Bend knees, pivot and start quickly in the new direction pushing the ball away from the body.

DRIBBLING

Dribbling is what makes basketball special as it adds to the spectacle of the game. It should be remembered though that dribbling the basketball does not score points for the team and the best dribblers are those that know when they should dribble and when they should pass to a team-mate.

When introducing the dribble, a leader should be concerned with two areas:

- Understanding – for example when to dribble.
- Familiarity with and ability to control the bouncing ball.

Understanding can be developed during the game play. The coach will need to ensure correct use of the dribble by the players.

- Players should control the ball by spreading the fingers comfortably 'over the top of the ball', making contact with the ball with the fingertip pads.
- The ball should be pushed firmly down to the floor using hand, wrist and arm to control the height and speed of the bounce. Keep ball below waist level.
- Players should keep the hand on top of the ball to ensure that it rebounds back to the hand accurately.
- Keep the head up and be aware of team-mates and opponents.
- Dribble the ball with the hand furthest away from the defenders as in the illustration below.

Main uses of the dribble are:

- To move the ball to a position closer to the basket for a shot.
- To advance the ball up court.
- To escape an opponent or a crowded area, in order to retain possession or take a shot.
- To avoid a travelling violation after an interception.
- To move defenders or create a better passing angle.

Teaching Points

- Dribble with either hand

- Stop at the end of the dribble quickly
- Change of direction while dribbling
- Change speed while dribbling.
- Control the ball by use of wrist and fingers, Feel the ball
- Keep the bounce as low as possible.
- Change the position of the ball by dribbling behind the back and through the legs.

Reference to Skills Cards and Activity Cards

- Dribbling (Skills Cards – pages 21-22)
- Dribble Relay (Activity Cards – page 6)
- King of the Court (Activity Cards – page 5)

PASSING

Passing and receiving should be practiced together although during a drill the Leader may stress one particular aspect, for example, good signalling for the pass. Players will need to develop familiarity with the ball and confidence in handling it. Some practices may therefore be undertaken with no defender/opponent in the practice.

Passing and receiving is often preceded by the receiver moving to receive the ball and after passing, the passer frequently moves to a new position. Practices should be included in training sessions that have the players moving to receive and moving after passing the ball.

General Principles

- The passer must have the ball under control before passing
- Pass release with crisp and quick wrist action.
- Follow through with arms, wrists and fingers in the direction of the pass.
- Accuracy. The ball should be caught in front of the receiver between chest and head height.
- Pass to receiver who is ready (eye contact) and has signalled for the ball.

- Speed of pass sufficient to beat the opponent but not so fast that the team-mate cannot hold the ball.
- Length of pass (3 to 4 metres)
- Disguise intentions by wrist and finger action, using peripheral vision and use of head or ball fakes.
- Control the ball

Reference to Skills Cards and Activity Cards

- Chest Pass (Skills Cards – pages 7-8)
- Bounce Pass (Skills Cards – pages 9-1)
- Overhead (Skills Cards – pages 11-12)
- Javelin Pass (Skill Cards – pages 13-14)
- Pass, Pivot, Pass (Activity Cards – pages 25-26)
- Piggy in the Middle (Activity Cards – page 27)
- Passing Circle (Activity Cards – page 30)

Once a player is competent with the aspects of passing and receiving, time should be spent on developing the players' abilities to make appropriate decisions based upon the game situation i.e. can the player use the appropriate pass for the game situation? For example, a player finds themselves marked by a shorter opponent who is up close. Does this player look to use an overhead pass?

RECEIVING

General Principles:

- Anticipate receipt by signalling for the pass where and when the ball is wanted with either hand(s).
- Concentrate on the ball.
- Meet the ball. The receiver should move to the ball and reach forward to make early contact with the ball.
- Use two hands.
- Control the ball by relaxing the elbows and bringing the ball to a position in front of the body or above the head.

1.2 HEALTH AND SAFETY IN BASKETBALL

As a session activator or leader you have a duty of care to take all reasonable and practical steps to ensure that basketball activities are conducted safely. The person in charge should undertake a basic risk assessment of each basketball session. Sport will always have, as part of its challenge, an element of risk of accident and injury. A good activator or leader will organise activities, which minimise any foreseeable chance of an accident in order to safeguard the participants and avoid any potential allegations of negligence. Negligence may be alleged where someone has fallen below the standard of care required in the circumstances by some act or omission that fails to protect others from unreasonable risk of harm.

DEALING WITH INJURIES

Injuries can be caused in several different ways with common injuries occurring from:

- Poor footwear.
- Poor running style.
- Doing too much too soon.
- Not being fit or strong enough for the demands of the activity.
- Not enough rest between sessions.
- Relevance of the activity to the participant – is the activity pitched at too high a level?

As an activator you can help by:

- Checking participants are wearing suitable footwear.
- Vary sessions to address all fitness elements.
- Develop sessions progressively.
- Getting feedback.

EMERGENCY ACTION

The priorities when an accident occurs should be:

- Stop the activity immediately.
- Take charge, keep calm, and get others to help.
- Assess the situation, work quietly and without fuss.
- Control any bleeding.
- Seek medical care and treatment.
- Suitably qualified staff should deal with major injuries.

R.I.C.E

For most bumps, bruises and scrapes the R.I.C.E principal is always best.

REST- immediately rest the injured part of the body.

ICE – apply ice for 15 minutes.

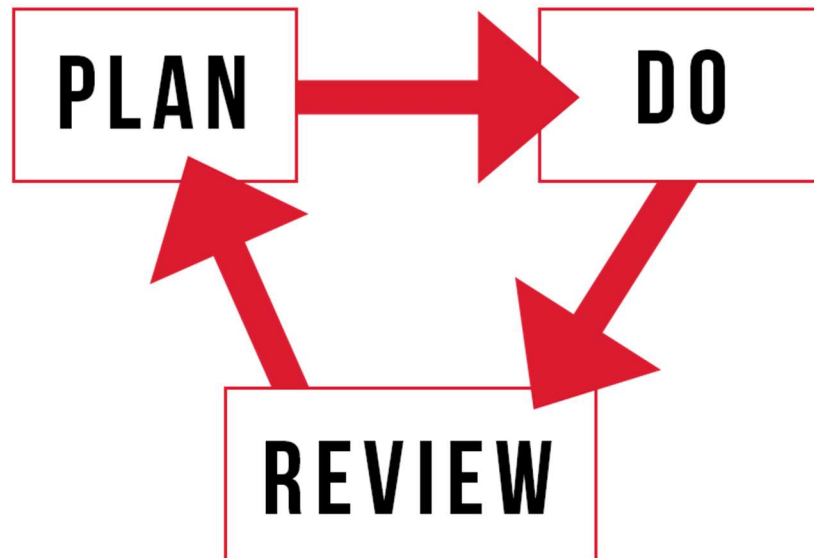
COMPRESSION – wrap the injury with a bandage to reduce swelling.

ELEVATION – lift the injured limb higher than your heart.

All venues and organisations should have a system as to what to do when injury does occur. The activator should be fully aware of his/her responsibilities in such an arrangement and familiarise themselves with the venue and its procedures. Further information is available from www.basketballengland.co.uk

1.3 PLANNING A WELL ORGANISED SESSION

The coaching process is as a simple process involving three distinct elements **PLAN - DO - REVIEW**. The coaching cycle is a very simple information processing model as shown in the following diagram.



PLAN! - WHY PLAN?

Careful planning for each session ensures that there is a purpose to it. It may help in your delivery to establish a theme e.g., passing or defence etc.

Remember that a training session may be a part of a series, and later sessions should be based upon the development of the skills and knowledge of the group as a whole.

With a clear plan of action, it is easier to establish safe rules and ensure that they are maintained throughout the session.

Consider the needs of the players:

- What are their expectations? Do they want coaching to improve their game? Remember they may not want a teaching or coaching session; they may just want to play the game.
- How old are they? You will need to coach younger, inexperienced players differently to players who have been involved in the game a while.
- What are they able to do already? Each session should build on players existing skills and knowledge.
- Why are they attending the session? Are they there to become better basketball players, are they there just to play games, are they just there as a form of fitness?

- Do they have a disability or impairment? Do I need to tailor my delivery to meet the specialist needs of any of the participants? Most of the time the skills coaching will be the same but a focus on communication and understanding will be key.

Plan the organisation of the group:

Supervision is nearly always more effective if the session is divided into smaller groups. The best coaching sessions are the ones that keep all the players involved and interested all of the time. Groups can be based upon:

- Playing ability
- Motivations
- Competitiveness
- Friendships
- Athletic ability

When it comes to playing games remember to make the teams fair, so that everyone has a chance and that playing is an enjoyable experience. Remember that game play can take a variety of forms from 2v2 through to 5v5

Making best use of the facility and equipment available:

- Time / availability of venue
- Size of court
- Number of baskets
- Number and size of basketballs available
- Availability and suitability of training accessories such as bibs or reversible vests etc.
- Access to power for music / docking systems

When preparing the structure of the session the following should be included:

- Safety
- Warm up

- Elements or Skills to be focussed on
- Activities or Practices to be used to reinforce development of a particular skill
- Opportunities to put the skills learnt into practice during game situations
- Cool down and review of skills covered

DO! - MANAGING THE SESSION

Knowing your stuff:

Your confidence will improve enormously if you are well prepared and have a clear understanding of what you are about to deliver.

Being confident:

Knowing your stuff sometimes isn't enough to stop you being nervous when delivering a session. Some of the things listed below will also help you to build your confidence further.

- Looking smart will help you in developing confidence. Make sure you are wearing the right clothes for the job you are doing.
- The group will respond positively to an enthusiastic leader who makes time to get to know their participants.
- Be on time, to check facilities and equipment, thus enabling the session to start and finish on time.
- Encourage rather than dominate the group, make sure everyone is at ease with you as a leader.

During the session, your voice is your most important tool.

- Keep instructions short and to the point.
- You should be heard and understood by the entire group. Avoid competing against other noise e.g. bouncing basketballs.
- Direct your voice at everyone; adjust your position if necessary to see the entire group.

- Make sure you vary the volume tone, pitch, pace and emphasis. You have lots of exciting things to say, make them sound interesting!

Controlling Players in a Safe Environment:

It is very easy to just plough right on through a session assuming that everyone understands what is going on. Here are a few guidelines to help with conducting your session so that everyone is clear what he or she have to do and so they can perform in as safe an environment as is possible.

Giving Instructions:

Ensure that all the players are watching and listening before any instructions are given. Think about what you are going to say to the group. Try to avoid any distractions. Avoid the group facing:

- Windows
- Into the sun
- Another activity
- Spectators
- Players still working
- You talking while bouncing a basketball or moving around excessively.

Players respond best to simple clear and precise instructions, remember –

- KISS – Keep It Simple and Small
- TOTAT – Teach One Thing At a Time
- FITT – Frequency, Intensity, Time and Type
- Stick to a maximum of two or three key points when relaying information

Understanding what's going on:

Players are more likely to learn if they understand why they are doing it!

- Be clear about what skill is being taught.

- Ensure that the players understand why the skill or team play is being practiced and where it fits into the game.
- Work from the unknown to the known, what the players can already achieve to something new.

Using demonstrations:

Actions speak louder than words. A high percentage of learning takes place through what is seen, your body language and tone of delivery. A demonstration that is effective can help young players learn new skills and tasks. This is particularly important when coaching players with a hearing impairment or learning disability.

Key points to consider when giving a demonstration:

- Identify the key points you want to get across beforehand.
- The time it takes to demonstrate should not be more than a few minutes.
- The best person to act as a demonstrator is probably a member from the group – especially if you aren't particularly good at showcasing the activity.
- If you are going to be the demonstrator make sure you are capable of performing the skill correctly.
- Ensure where possible demonstrations and explanations are carried out for right and left handed players.
- Allow practice immediately after the demonstration.

Practise makes perfect:

Give the players plenty of opportunities to repeat the task, technique or skill being practised.

Let the players know how they are getting on:

In order for a player to get better they must know what they are doing right or wrong and how to make it even better. After giving feedback allow the players a chance to do the skill again so that they can try it out using your suggestions.

If a player is having trouble with something, be really positive with them, break it down into little pieces and give them easy targets to work towards so that they feel as though they are achieving something. A player with a learning disability can take longer to learn so don't get frustrated if they are not improving at the speed you expect.

Give players every opportunity to experience success. A shooting practice where players are only successful once in 15 shots will not motivate the players.

REVIEW! - ENDING THE SESSION

At the end of the session you should conduct a cool down with the group, review what has been covered in the session and notify all participants if there are to be any further sessions and when those are. Most importantly you should leave the facility clean and tidy, as you would expect to find it.

Key Messages for working with basketball players for the first time:

- Ensure participants understand the basics of each skill as this will impact later on technique.
- Focus on long term development – don't just live for the moment.
- Remember practice is permanent so make sure its correct practice.
- Make sure that the session is fun, rewarding and relevant for the participants.
- Review how the session went, would you make any changes for next are some questions to ask yourself.
- But the most important thing of all is to ensure that the session is **WELCOMING**, **ENGAGING** and **FUN!!**

1.4 WARM-UPS, COOL DOWNS AND INJURIES

WARM-UPS

Why do we warm up?

- To prepare the body for activity
- To prepare the mind for activity

A warm-up should:

- Focus on mobility of limbs and joints
- Be dynamic, focus on mobility
- Raise the heart rate
- Increase respiration
- Increase blood flow
- Be progressive – gradually raising the activity level.

A good warm-up will decrease the likelihood of players sustaining injuries and can help players mentally prepare for the session. The prevention of injury is an integral part of player safety.

COOL-DOWNS

We should always conduct a cool down because:

- Gentle aerobic activity reduces the heart rate back towards its normal status.
- It lowers temperature.
- It helps the mind relax.

Stretching – Dynamic and Static:

Stretching should only be conducted when the players' body temperature has been raised.

Dynamic stretching is usually performed as part of the warm-up activities and replicates movements that will be used in basketball, e.g. hops and lunges. Dynamic stretching activities start at a low level intensity and increase as the body warms up.

Static stretching involves lengthening the muscle and holding for a number of seconds to facilitate the muscle moving back to its relaxed shape. Static stretching can also be used to increase muscle flexibility and suppleness. When used as part of a cool down Static Stretching can reduce the risk of common injuries such as:

- Strains.
- Sprains
- Sore muscles.
- Very tight feeling muscles.
- Pain in the Achilles tendon area.

Appendix 2 provides some examples of static stretching that may be used in the cool down.

FORMAL COACHING COURSES

The technical content of this course is limited and the focus is primarily on getting young people active within Basketball. Should you be interested in pursuing a formal coaching career then you should consider taking a course on the Basketball England Coaching Pathway - see the Get Involved section of the Basketball England website.

UNIT 2 - OFFICIATING

2.1 SIMPLIFIED RULES OF BASKETBALL

Basketball is a team passing game played with the hands. Each team tries to throw the ball into a target that is above head height, and it is played to three main rules concerned with:

- Contact
- Dribbling
- Footwork while holding the ball

These rules are covered in more detail within Appendix 1.

BASIC RULES

- No intentional contact between players.
- One step while holding the ball.
- One dribble - a dribble is a continuous bouncing action.

When officiating a competition for young people or inexperienced players, the main emphasis should be placed upon **excitement** and **fair play**. Younger players should attempt and be encouraged to compete by the rules but if mistakes are made it is better for the participants to know why or how they have breached a rule or fouled a player. Officials for the younger age group must therefore be able to recall the rules and interpret the rules to fit the level of players involved in the session.

2.2 STARTING AND RESTARTING THE GAME, AND SCORING

Basketball, like other sports, has rules concerning the method of starting play, restarting after a score and after a violation of the rules.

Start of Game

The game is started with a jump ball between two opponents at the centre circle. In a jump ball, the ball is thrown to a height greater than either player can jump and reach. The two players attempt to tap the ball to a team-mate. Team-mates must remain outside the restricted circle until the ball is tapped.

Restart after a Score

The game is restarted by the team against whom the basket was scored throwing the ball into play from out-of-bounds behind the end line of their own basket.

Restart after Breaking a Rule

In most instances, the game is restarted after a team has infringed the rules, by their opponents throwing the ball in from the nearest point outside the sideline.

When contact is penalised, this is recorded as a foul. This results in the ball being awarded to the opponents for a throw in from the side, or in free throws if the player who was fouled was shooting.

Scoring Points

A shot into your opponent's basket can be worth one, two or three points:

- A field goal scored from within the large semi-circle on the floor (the three-point line) is worth two points.
- A field goal scored from behind the three-point line is worth three points. For the shot to count the shooter must have both feet completely behind the three-point line.
- A successful free throw is worth one point. The free throw is taken from behind the free throw line with five other players (3 defenders and 2 attackers) lining up along the side of the restricted area in the spaces marked on the floor.(see court diagram in the Appendices)

Formal Officiating Courses

Should you be interested in pursuing a formal officiating career then you should consider taking a course on the Basketball England Officiating Pathway - see the Get Involved section of the Basketball England website.

UNIT 3 - EVENT ORGANISATION

3.1 PLANNING

Organising an event requires a lot of planning so it is important that you find yourself plenty of time to put into the planning.

Below is a checklist for the planning of a tournament: this will give you a good guide of what to do and when to do them in the planning of an event.

- Consider tournament format (e.g. male / female or mixed; age groups; one day or more; etc.: type of team for which the tournament is catering, 3v3 or 4v4 etc), and prepare the tournament rules.
- Book the facility (date, time and venue).
- Prepare an entry form. This includes:
 - Name of team
 - Name of team secretary or team contact
 - Playing colours
 - Nominate referee and table official if required.
- Invite participating teams giving them details of format of the competition and rules of the event. Give the teams the deadline by which entries must be received.
- Contact local helpers and officials to ensure they are available. Effort should be made to recruit neutral officials.
- If needed find a sponsor for the event and/or advertising for the programme / website etc.
- Consider First Aid provision. Does the facility management provide this? Is there a need to book Red Cross or St Johns' Ambulance?

Closer to the tournament:

- Prepare match schedules for the tournament.
- Send information to all teams involved in the tournament giving:
 - Times participants / teams are expected to arrive

- Playing schedule
 - Directions to and map of the facilities
 - Availability of refreshments
 - Regulations regarding practice and match balls
 - If the teams have to provide officials (referee and/or table officials)
 - Send appointment schedule for officials if these are supplied by teams
 - Rules of the competition (as a reminder)
 - Ensure all officials recognise their duties.
- Make sure all equipment that is required for the tournament will be available.

3.2 PUBLICITY AND PROMOTION

You can plan the best event in the world but if the word does not get out about your efforts, then how successful can your efforts be?

The correct publicity of any event will help to maximise attendance by participants and spectators. Outlets and manner of publicity are extremely important and should take into account the specific target market you wish to reach.

Social media is now seen as the most effective form of publicity and can include Facebook or Twitter for example. Other forms of publicity include working with local media; radio, television and magazines etc., to place news and stories about your event.

Promotion involves activities like brochures, signs, t-shirts, banners, leaflets, basically anything that raises awareness of your planned event. So doing this at the venue of your event will be appropriate.

Make sure that any sponsors' title is included in the publicity.

3.3 REGULATIONS

When organising any form of competition, festival, tournament or event it is always best to confirm certain rules and regulations that apply must be adhered to.

Playing Rules

All games/competitions should ideally be played in accordance with FIBA Rules, except however any pre-determined amendments specifically designed for the game/competition in question e.g. Under 10s or special needs / disability groups etc.

Court Dimensions

The recommended court dimensions are 28 metres x 15 metres. However, where this is not available or the format of the tournament does not allow, alternative sizes may be used. For instance, school sports halls can be used or multiple games that take place across a standard court and use pre-determined boundaries. The size of a court is deemed acceptable as long as the area is considered safe for the game.

Basic Table Equipment

It is essential that officials at the table can see the court clearly and have the correct equipment on the table to run the game. The technical equipment needed will vary depending on the level of competition or event and may include, scorebook, 5 personal foul markers, 2 red team foul markers, game clock and time-out clock, alternating possession arrow, visual scoreboard and sounding devices. Optional equipment may include 24 second shot clocks and running total of player fouls.

The organiser should provide all the technical equipment so it is essential to confirm all bookings of the equipment before the event.

Again, depending on the type of tournament and the format of the tournament and rules being played, the above equipment is not always essential.

Playing Time

The length of games may be shortened depending on the age and ability of the participants. Other time-keeping aspects can be introduced, like for example, a running clock. The traditional length of time that a game should last is 40 minutes broken down into 10-minute quarters. Suggested time for primary school

tournaments is 5 minutes each way with rolling substitutions. Ensure that there is sufficient time between the end of one match and the beginning of the next.

Recommended Procedures

Once printed or circulated do not alter the regulations concerning the tournament. As the organiser you are principally concerned with finding the winner, or is it intended that all teams have the opportunity of playing each other, or is it intended that all the teams have the opportunity of playing a full day's basketball?

Staffing

Getting the appropriate staff for an event is essential. So, it is crucial to get in touch with people who are required early. Make sure that all booking of staff services and facilities required are confirmed.

3.4 PRESENTATION AND TROPHIES

Having presentations and handling out trophies at the end of an event adds prestige to the event and makes people feel important, especially if the participants are children. It is also important to remember to congratulate all participants for their efforts and achievements. In addition, acknowledge the part played by officials, teachers, coaches and other volunteers in ensuring the success of the event

This is a good way of attracting more people and hence the more interest they will have in future events or tournaments. Where possible, offer details to young people about other activities that will continue their interest in basketball.

If the event is sponsored in any way, ensure that a representative of the sponsor has a part to play in the presentation that you have prepared.

UNIT 4 – SAFEGUARDING AND WELFARE

Child welfare is paramount and all leaders have a part to play in protecting children from abuse. Child abuse is not always easy to spot and it is recognised that Basketball Activators are not experts in this field. If leaders have any concerns about a child's welfare they should discuss their concerns with the person in charge, as follows:

Working within a club	- to the club welfare officer
Working within a school	- to the deputy / head teacher
Working within a local authority scheme	- to the scheme manager / responsible adult
Working at a tournament, or camp where the children are away from home	- with the camp / tournament director

The main forms of abuse include:

- **Physical Abuse** - this could show as physical hurt or injury, and in the sports situation might occur when the nature and intensity of training disregards the child's immature and growing body.
- **Sexual Abuse** - through adults, both male and female using children to meet their own sexual needs.
- **Bullying and Harassment**- is deliberately hurtful behaviour, usually repeated over a period where it is difficult for those bullied to defend themselves. It can be verbal, written or physical.
- **Emotional Abuse** - this could be due to a persistent lack of love and affection and in the sports situation might occur when the child is subjected to unrealistic pressure or is bullied in order to consistently perform to high expectations.
- **Neglect** - covers failure to meet the child's basic needs like food and warm clothing

Indications that a child is being abused could include:

- An injury for which the explanation seems inconsistent or is suspicious.
- The child describes what appears to be an abusive act involving them self.
- Unexplained changes in behaviour - for example becoming quiet, withdrawn or displaying sudden outbursts of temper.
- Inappropriate sexual awareness.

If a child says or indicates that he or she is being abused, or information is obtained which gives concern that a child is being abused, the person receiving this information should:

- React calmly so as not to frighten the child.
- Keep questions to the absolute minimum.
- Tell the child they are not to blame and that they are right to tell.
- Take what the child says seriously.
- Reassure the child.
- Make a full record of what has been said.
- Report to the appropriate person (see above).

Copies of Basketball England's Child Protection Policy and Procedures (Safeguarding Children, Young People and Vulnerable Adults) can be obtained from www.basketballengland.co.uk.

HELPFUL CONTACTS AND LINKS

Basketball England's Safeguarding Team

safeguardingbasketball@basketballengland.co.uk

0300 600 1170

NSPCC

www.nspcc.org.uk

help@nspcc.org.uk

Report a concern on 0808 800 5000

18 or under? Then call 0800 1111

Child Protection in Sport Unit

www.thecpsu.org.uk

0116 234 7278

UNIT 5 - GLOSSARY OF KEY TERMS IN BASKETBALL

Basketball like other sports has its own “jargon” used to describe certain aspects of playing the game. Often a number of different names are given to the same action and of course, many terms have their origin in the rules of the game. Most of the terms originating from the rules have been named and where they are given, the fact that the term comes from the rules has been noted. It is hoped that through the use of a standard terminology, communication and understanding will be improved between teachers, coaches, leaders, players and officials.

Assist - a pass to an open team-mate that results in an immediate score.

Back Court - half of the court that contains a team’s defensive basket. The opposite of ‘frontcourt’.

Baseline – area of court near basket, aka endline

Blocking - personal contact which impedes the progress of an opponent who is not in possession of the ball.

Bounce Pass – a type of pass used in basketball.

Break - the rapid movement of a player to a space where they hope to receive a pass.

Centre – the name of one of the positions on the team, usually the tallest player, who’s attacking role involves playing close to the opposition basket, aka post player

Charging - a personal foul caused by a player making bodily contact by running into an opponent. Usually committed by an attacking player.

“D” (i) an abbreviation of defence
(ii) the part of the circle of the key outside the restricted area.

Drill - a repetitive practice.

Drive - the movement of an attacking player dribbling towards the basket in an attempt to score.

Dunk - a shot in which a jumping player puts the ball down into the opponent’s basket from above.

Fake - a movement made with the aim of deceiving an opponent.

Fouled Out - being required to leave the game after committing five personal fouls.

Foul Line – aka free throw line.

Forward - the name of one of the positions in the team. Forwards play on the sides of the court when their team is attacking either on the right or left hand side, between the restricted area (see below) and the sidelines.

Free Ball (Loose Ball) – a ball that although in play is not in the possession of either team.

Front Court - the half of the court which contains the basket that a team is attacking.

Fundamentals - the basic skills of the game, necessary as a background for all individual and team play.

Give and Go - an attacking manoeuvre in which a player passes the ball to a team-mate and cuts towards basket for a return pass.

Guard - the name of one of the positions on the team, usually played by the shorter players, who on attack will normally play in the area of court between the centre line and the free throw line extended to the side-lines.

Held Ball - is “declared when two players of opposing teams have one or both hands firmly on the ball”.

Hustle – a characteristic of a player who plays hard at all time, especially when on defence. A player who pressures the opponent.

Jump Stop - a stop with the ball when the player takes and lands on both feet simultaneously.

Key – the restricted area (see below) including the circle, derived from the original keyhole shape.

Lead Pass - a pass thrown ahead of the intended receiver so that they can catch the ball on the move and maintain their speed.

Man-to-Man Defence - a style of defence where each player is assigned to guard a specific opponent regardless of where they go in the attack.

Out of Bounds - the area outside the legal playing court, i.e. on or outside the boundary lines of the court.

Offence - attack.

One on One (1 versus 1) - the situation where one attacking player attacks one defensive player.

Overtime – the extra period(s) played after the expiration of the second half of a game in which the score has been tied. Play is continued for an extra period of 5 minutes for as many such periods of 5 minutes as may be necessary to break the tie.

Pivot - a pivot takes place when a player who is holding the ball steps once or more than once in any direction with the same foot, the other foot called the pivot foot being kept at its point of contact with the floor.

Play – a term used to describe a series of movements of players and/or the ball on court, mainly used for attacking manoeuvres.

Rebound - a term used to describe the actual retrieving of the ball as it rebounds from the backboard or the ring after an unsuccessful shot.

Restricted Areas - “the restricted areas shall be spaces marked in the court which are limited by the end lines, the free throw lines and by lines, which originate at the end lines, their outer edges being 3 metres from the midpoint of the end lines and terminate at the end of the free throw lines”.

Screen - occurs when an attacking player attempts to prevent a defender from reaching a desired position or maintain their defensive position. The screen is intended to impede the progress of the defender so that the attacking player they are marking has an unimpeded shot or a clear path to basket.

Scrimmage - a practice game.

Set Play -

- (i) a repetitive, pre-arranged form of attack.
- (ii) A play (see above) executed to predetermined and rehearsed moves which, when applied at certain set situations in the game, is intended to result in a favourable scoring chance. The set situations are usually out-of-bounds, jump ball or the free-throw situation.

Steal - to take the ball from an opponent or intercept a pass.

Stride Stop - a stop with the ball performed using a “one” “two” rhythm. The ball is received with both feet off the floor; one foot touches the floor, and then the trailing foot strides forward and lands to execute the stop.

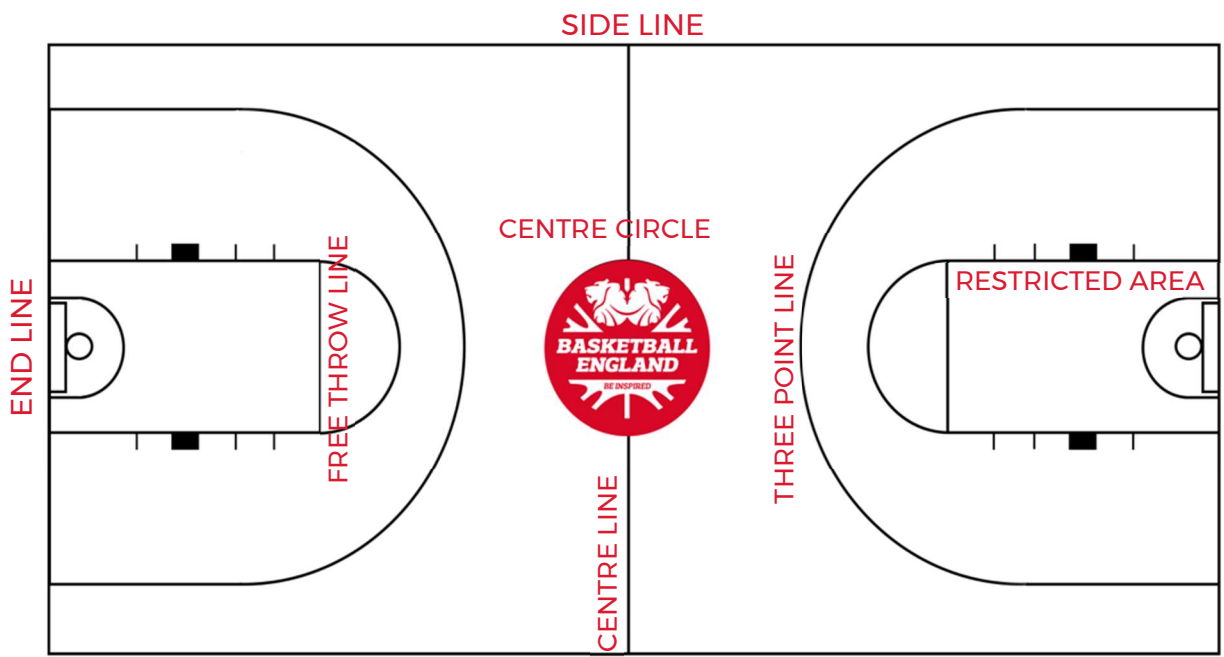
Tip - the momentary catching and pushing of the ball whilst the player is in the air.

Tip-Off - the centre jump ball at the start of play.

Triple Threat – a position in which, with the ball at chest height, a player can shoot, pass or dribble.

Turnover - the loss of ball possession without a shot being taken.

Court Diagram



UNIT 6 - USEFUL BASKETBALL LINKS:

www.basketballengland.co.uk - Basketball England Official Website

gb.basketball - Great Britain Basketball Website

www.bbl.org.uk – British Basketball League Website

www.fiba.com – World Governing Body for Basketball Website

www.youthsporttrust.org – Youth Sport Trust Website

www.sportengland.co.uk – Sport England Website

www.streetgames.org – Street Games Website

www.ukcoaching.org – UK Coaching Website

www.specialolympicsgb.org.uk - Special Olympics Great Britain

www.ukdeafsport.org.uk - UK Deaf Sport

www.efds.co.uk - English Federation of Disability Sport

APPENDIX 1 – BASIC RULES OF BASKETBALL

- No intentional contact between players.
- One pace while holding the ball.
- One dribble – (a dribble is a continuous bouncing action).

A violation is an action that is contrary to the rules of the games. In basketball there are 6 main violations to recognise:

1. Out of Bounds
2. Travelling
3. Double Dribble
4. Jump Ball / Held Ball
5. Back Court Violation
6. Three Second Violation

OUT OF BOUNDS

- A ball is classed as being out of bounds when it crosses the boundary line AND touches either the floor or something else which is out of bounds i.e. walls, ceiling, chairs or spectators.
- Unlike football, the ball can cross the line but until it touches something out of bounds it is still in play.
- This means that a player who is on court can jump and pull the ball back into the court as long as their feet have not touched outside the court.

TRAVELLING

- A basketball player can run with the ball as long as they are dribbling at the time.
- Before the dribble has started or once it has finished, the player must keep one foot stationary on the floor. This is known as the 'pivot' foot.

- A travelling violation has occurred if the pivot foot is moved before the ball is either:
 - Passed to the floor to start a dribble
 - Passed to another team member
 - Shot for goal

DOUBLE DRIBBLE

- Once a player has completed a dribble, and the ball has come to rest in their hands, they are not permitted to start another dribble.
 - They must either make a pass or attempt to shoot.

JUMP BALL / HELD BALL

- There are no jump balls during a game other than that which starts the game.
- If two players from opposing teams gain simultaneous control of the ball and it is clear that neither team will gain outright control, then a held ball is called.
 - The possession arrow on the table determines which team is awarded sideline possession.
 - The possession arrow is changed over after each held ball.

BACK COURT VIOLATION

- Once a team who has possession of the ball gets the ball into their opponent's half, the ball cannot be returned to their own half by the attacking team.

THREE SECOND VIOLATION

- Attacking players are not permitted to stand in their opponent's key (restricted area) for longer than 3 seconds at a time regardless whether the player has possession of the ball or not.

Basketball players have a duty to avoid contact in every possible way. A player who makes contact with another player causes a foul. A player is not permitted to impede the progress of an opponent who does not possess the ball. They may not hold, push, charge, trip or impede the progress of a player by extending arms, shoulders, hip or knee, or by bending the body into other than a normal position.

MAIN TYPES OF PERSONAL FOULS

- **Holding** – using the arms or legs to impede a player's progress.
- **Blocking**- using the body to impede a player, either with or without the ball.
- **Illegal use of arms** – to make contact with an opposing player by using hands to hit them whilst dribbling or shooting the ball.
- **Pushing** – using the arms or body to push a player from the position they are in on the basketball court.
- **Charging** – an offensive player dribbling the ball or doing a lay-up who runs into a defensive player who has a legal guarding position.

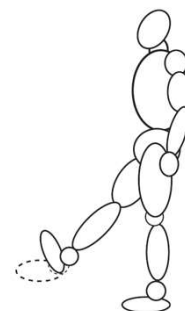
A foul against a shooter will result in free-throws being awarded dependent upon

- If the shot was successful, the points count and a single free throw is awarded to the player taking the shot.
- If the shot was unsuccessful two free throws are awarded (or 3 if it was a 3-point attempt). Points are awarded to the player who taking the shot.

APPENDIX 2 – EXAMPLES OF STATIC STRETCHING FOR COOL DOWNS

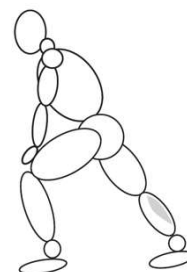
ANKLE FLEX

- Balance on one leg.
- Point the toe towards the ground and hold for four to six seconds.
- Then point the toe up to the roof and again hold for a few seconds.
- Move toes right and left holding for four to six seconds.
- Then repeat.



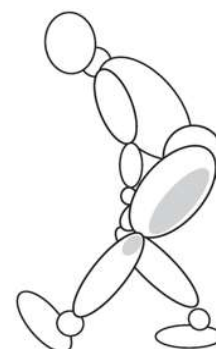
CALF MUSCLE STRETCH

- Take the position as illustrated.
- Keeping the back leg straight and the heel on the ground.
- Lean forward bending the front leg.
- The players will feel the stretch
- Use alternate legs.



HAMSTRING STRETCH

- Take the position as illustrated.
- Back leg should be bent and the front leg straight.
- Sink the weight down over the back leg.
- The back foot should be flat on the ground with the front toes lifting up to ceiling.
- Hold for 15 seconds.
- Use alternate legs.



QUADRICEPS STRETCH

- Stand on one leg, if necessary against a wall for support as illustrated keeping the knees close together.
- From the position gently pull the leg towards the hip.
- Hold the position for at least 15 seconds.
- Return leg to starting position and repeat.
- The exercise should also be performed with the other leg.



HIP FLEXOR STRETCH

- Take the position as illustrated with one knee off the ground.
- Gently push the hips forward and hold for 15 seconds



ARM AND SHOULDER STRETCH

- Sit or stand with feet apart.
- Take a position with the arms behind the head as shown in the illustration.
- From this position hold the elbow of one arm with the other hand.
- Gently pull the elbow across behind the head.
- Hold for 15 seconds.



SHOULDER STRETCH

- Adopt a standing or seated position and link the fingers above the head with the palms down.
- Lift the arms up and back.
- Hold at the end range of the movement for 15 seconds.

